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AUTHOR Prentice, Barbara S.
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ABSTRACT

The Research and Evaluation Department of the Tucson, Arizona Unified School District offers an array of customized services using machine-readable questionnaires, from instrument design to data tabulation. The bulk of this document contains examples of questionnaires for parents, students and staff. The examples measure attitudes toward: bilingual programs, parent involvement, high school in general, counseling services, sports programs, and quarter credit systems. Fifty surveys and questionnaires available from the Department are listed. The author suggests that by collecting and interpreting information for decision-makers, research and evaluation departments can expand their visibility. (CP)

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Questionnaires for Public School Decision-Makers

Barbara S. Prentice
Tucson Unified School District

Administrative research includes designing questionnaires for diverse groups from parents and students to counselors and administrators. The Research and Evaluation Department of Tucson Unified School District offers an array of services utilizing machine-readable questionnaires from instrument design through tabulation of data. Users may elect to accept raw data only or may require a report with interpretation of results.

For some district staff persons, a one-page questionnaire to public, parents, or other districts, gives them needed information. An in-district school-site administrator, Joe Alvarez, received rapid feedback about a bilingual program for his junior high school (Attachment 1). Another one-page questionnaire for Keen School, assured the administrator that a large percentage of her parents supported a team-teaching program (Attachment 2).

The above-mentioned administrators had received telephone calls and comments about the programs; questionnaires assured them that their current planning and programming was sound.

As a director of Research and Evaluation, I have sold this service to district personnel and I am currently selling it. See my recent letter to Henry Egbert who has just been transferred to a different high school (Attachment 3). Whenever an administrator is transferred within the district, I and my Group Testing coordinator send a congratulatory letter. We offer to come and share test data about the new school. When we meet with the administrator, I suggest that a survey might assist in determining needs for the new school or department. I offer to mail sets of questionnaires we have done for other district personnel.

Many times, administrators, parent groups and special groups need data to support their actions or inactions. Our Research and Evaluation questionnaire research can be conducted with a rapid turnaround time which makes it more useful to busy persons. Services provided to our users always include instrument design, and often we update a previous year's questionnaire. We stress that the final report can include interpretation if requested or will contain only raw data for the user to interpret.

I encourage persons requesting the service to draft their own questions prior to meeting with a research staff person. This step saves our department many hours of time and gives us a clearer idea of the user's need. We then edit

and suggest changes and additions. A common error which we note is two questions in one response space. The user is asked "What do you need to know?"

A considerable amount of effort is spent determining what census data needs to be considered, such as sex, grade level, or ethnicity. If we do a districtwide survey to parents, the usual procedure is to print Area A, Area B, and Area C answer sheets on papers of different colors. This color-coding eliminates one question; this technique may also be used when surveying students in different grades or programs. It is also a way to collect data unobtrusively such as responses from parents in different schools or areas.

The questionnaires which we create are machine readable on an IBM 3881, owned by our district. If the population requires translation into Spanish, we provide this service. Most districtwide questionnaires must be translated into Spanish. For each year that we have offered machine-readable questionnaires, we have increased the options for our users. In this current year we have added Statistical Package for the Social Sciences (SPSS) to our district computer facility, and we will be offering more detailed analysis of data for certain users.

Since we have addresses on a district database by school, by child or by family, we can request mailing labels

and conduct by-school or by-area research; or if the client prefers, we can do sampling or matrix sampling.

If requested, we can supply a return envelope for responses. All such questionnaires mailed to 200 people or more are sent at bulk rates. Parents and our publics are very conscious of costs and the department suggests having students carry home questionnaires to defray costs; students also return the answer sheets to school when using this procedure.

Experience has taught the department staff that it is a good idea to have a telephone number for respondents to call if they have questions. It is also desirable in our district to be able to speak and understand Spanish. I am bilingual as are several members of the staff.

Offering this service within a large district expands the visibility of the Research and Evaluation Department. Three years ago we were out selling the service; now the myriad groups, federal program persons, parent and community, school counselors, site and central administrators, come to us with their requests.

All questionnaires are typed and proofed by the Research and Evaluation clerical staff. After editing and formatting is complete, a draft copy is sent to the user for approval. Any needed changes and additions are made. At the

time the user approves, the questionnaires are printed.

For smaller jobs, the clients handle their own distribution and collection. When the request includes multiple schools or the district, Research and Evaluation staff assume this responsibility. By trial and error, we have streamlined the service.

Almost all of our questionnaires include a box or space for comments. Very often these are interesting to read and often present new ideas. Parents, students and teachers, and all groups of responders use this space in varying degrees. On one of the meachine-readable surveys, a parent concluded a comment with "I hope a real person reads this." Every so often a comment is quite hostile and this suggests that including a space for further suggestions is a good outlet and may have a therapeutic effect.

Administrative research is an adjunct to program research. For students and personnel in a large district who are not involved in federal programs, such research showcases the capabilities of the Research and Evaluation Department. The administrative research supports local as well as federal and specially funded programs. Our department image is truly that of a service unit with the inclusions of administrative-questionnaire research.

Research and evaluation departments within public

school systems frequently emphasize their purposes and functions which include providing "district personnel, or those who need to make decisions, with useful information" (Research Profiles '77-'78, Tucson Unified School District One). This paper has overviewed the step-by-step processes from definition of problem or question, through design of instrument, to tabulation and interpretation of results.

Each time Research Profiles is published, the questionnaires we have prepared are listed as well as the reports we have done. A copy of a questionnaire is available to any person who requests it (Attachment 4). Any report which we create for special clients who ask for survey assistance is available only from them. At times we conduct rather sensitive surveys for just one administrator or special group, so this method of distribution is fair to the client.

Several examples of questionnaires are presented with this paper. By collecting and interpreting information for decision-makers, public school research and evaluation departments can enhance their image to their public constituency and district personnel.

Please feel free to order any additional questionnaires you may wish to peruse.

SPANISH-ENGLISH BILINGUAL PROGRAM NEEDS ASSESSMENT
Parent Survey

DO NOT STAPLE

Please mark your answers by filling in the parentheses ( ) like this: (—). Use a No. 2 pencil only. Do not make any stray marks.

My child attends:

( )Lawrence	( )Vesey
( )Lynn	( )Warren
( )Tolson	( )White
( )Pistor Junior High	

often	sometimes	rarely	
( )	( )	( )	My child understands what he/she reads in English.
( )	( )	( )	My child understands what he/she reads in Spanish.
( )	( )	( )	My child can communicate well in English.
( )	( )	( )	My child can communicate well in a home language other than English.

In an ALL-ENGLISH program, all classes are taught in English only. In a Spanish-English BILINGUAL program, classes are taught in both languages; generally, one day the classes are taught in English, next day the classes are taught in Spanish.

Yes	No	
( )	( )	I would prefer that my child be enrolled in a bilingual program.
( )	( )	I would prefer that my child be enrolled in an all-English program.
( )	( )	I feel my child would learn better in a bilingual program.
( )	( )	I feel my child would learn better in an all-English program.

Comments: (Please do not write on the other side of this page.)

TUSD Research
MM:cv
3/29/78

Name _____
(Optional)

#593

TUCSON UNIFIED SCHOOL DISTRICT

P.O. BOX 4040
1010 EAST TENTH STREET
TUCSON, ARIZONA 85717

Dear Parents:

At present there is no bilingual program at Pistor Junior High School. We would appreciate your response to the questions on the other side, so that we can find out if there is a need for a bilingual program at Pistor. Please take a few moments to mark your answers and have your child return the questionnaire to the school.

Thank you for your time and help.

Joe Alvarez
Principal
Pistor Junior High School

JA:tg
3/30/78

AN EQUAL OPPORTUNITY EMPLOYER

TUCSON PUBLIC SCHOOLS
OPERATION PARENT INVOLVEMENT

Attachment #2

KEEN SCHOOL PARENT SURVEY

Team teaching at Keen School is an instructional program where two teachers cooperatively plan and implement the instructional program for all of the children assigned to their class. There are presently two team teaching classrooms at Keen School; this organizational plan is in effect for the total school day. One team teaching classroom is for third graders and the other is for fourth graders. The size of each of these classrooms is approximately double that of a regular classroom.

The Parent Advisory Committee has requested that this survey be conducted to determine how parents feel about team teaching at Keen School.

DIRECTIONS:

Mark your answers by filling in the space between the ( ), like this: (—). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks.

1. In what grades do you have children at Keen School?

   K( ) 1( ) 2( ) 3( ) 4( ) 5( ) 6( )

YES NO

( ) ( ) 2. Have any of your children been in a team teaching classroom at Keen?

( ) ( ) 3. Were you satisfied with the team teaching approach?

Comments:

YES NO

( ) ( ) 4. Would you like for your child to be in a team teaching classroom?

( ) ( ) 5. Do you think team teaching is good for some children?

( ) ( ) 6. Do you think team teaching should be expanded to more classrooms?

( ) ( ) 7. Would you like to see team teaching discontinued at Keen School?

Comments:

PLEASE RETURN ONLY ONE RESPONSE PER FAMILY.

PLEASE DO NOT WRITE ON THE OTHER SIDE OF THIS SHEET.

TPS Research
3/77

No. 133

NORTH CENTRAL STUDENT QUESTIONNAIRE
YOUR OPINIONS ABOUT SAHUARO HIGH SCHOOL

Mark your answers by filling in the space between the ( ), like this: (⟶). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks. DO NOT STAPLE.

Sex: ( ) Male
( ) Female

Age: ( ) 16
( ) 17
( ) 18
( ) 19 or over

Years enrolled at Sahuaro (include the present year)
( ) 4
( ) 3
( ) 2
( ) 1 or less

Upon graduation from Sahuaro, what are your plans?
( ) 4-year college or university
( ) junior or community college
( ) other schools (technical, business)
( ) job
( ) armed forces
( ) unknown

A = agree U = uncertain D = disagree

A	U	D		
( )	( )	( )	15.	I am satisfied with my level of academic achievement at Sahuaro.
( )	( )	( )	16.	Sahuaro's "N" grade program promotes self-confidence.
( )	( )	( )	17.	Sahuaro's "N" grade program contributes to employment opportunities.
( )	( )	( )	18.	Sahuaro's "N" grade program reflects a true grade point average.
( )	( )	( )	19.	Sahuaro's "N" grade program encourages copping out by students.
( )	( )	( )	20.	Ninety-minute classes are used by a majority of my teachers for educational activities that are not possible during regular (55 minutes) class periods.
( )	( )	( )	21.	Ninety-minute classes are too long for some subjects and students.
( )	( )	( )	22.	Ninety-minute classes increase learning more than do two separate regular (55 minute) classes in a majority of subjects.
( )	( )	( )	23.	Ninety-minute classes decrease learning in a majority of subjects.
( )	( )	( )	24.	Registering for all courses on the quarter (9 week) system has been beneficial.
( )	( )	( )	25.	Sahuaro's no formal dress code contributes positively to the educational environment.
( )	( )	( )	26.	The amount of information and/or counseling I feel I need on such matters as selecting courses, going to college, or getting a job is usually available.
( )	( )	( )	27.	The educational opportunities offered by Sahuaro as preparation for college are good.

NORTH CENTRAL STUDENT QUESTIONNAIRE
YOUR OPINIONS ABOUT SAHUARO HIGH SCHOOL

Mark your answers by filling in the space between the ( ), like this: (▬). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks. DO NOT STAPLE.

Sex: ( ) Male
( ) Female

Age: ( ) 16
( ) 17
( ) 18
( ) 19 or over

Years enrolled at Sahuaro (include the present year)
( ) 4
( ) 3
( ) 2
( ) 1 or less

Upon graduation from Sahuaro, what are your plans?
( ) 4-year college or university
( ) junior or community college
( ) other schools (technical, business)
( ) job
( ) armed forces
( ) unknown

A = agree U = uncertain D = disagree

A	U	D		
( )	( )	( )	28.	The educational opportunities offered by Sahuaro as preparation for getting a job are good.
( )	( )	( )	29.	I would prefer having my grades weighted so that grades received in required courses (academic or non-academic) would count more than grades received in elective courses (academic or non-academic).

30. What is the average number of hours per week you spend on extracurricular activities (school activities that take place outside of the classroom, such as choir performance, athletics, drama presentations, etc.)?

( ) more than 10
( ) 5-10
( ) 1-5
( ) none

31. How often do you use the school library for assignments and reading?

( ) practically every day
( ) once a week
( ) less often
( ) never

32. What is the average number of hours per week you spend on out-of-class study during your years at Sahuaro?

( ) more than 10
( ) 5-10
( ) 1-5
( ) none

33. Sahuaro offers "Directed Independent Study" in certain areas:

( ) I am aware of this program and I have been enrolled in it.
( ) I am aware of this program but I have not been enrolled in it.
( ) I am not aware of this program.

NORTH CENTRAL STUDENT QUESTIONNAIRE
YOUR OPINIONS ABOUT SAHUARO HIGH SCHOOL

Mark your answers by filling in the space between the ( ), like this: (—). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks. DO NOT STAPLE.

Sex: ( ) Male
( ) Female

Age: ( ) 16
( ) 17
( ) 18
( ) 19 or over

Years enrolled at Sahuaro (include the present year)
( ) 4
( ) 3
( ) 2
( ) 1 or less

Upon graduation from Sahuaro, what are your plans?
( ) 4-year college or university
( ) junior or community college
( ) other schools (technical, business)
( ) job
( ) armed forces
( ) unknown

34. The occupational categories that I am interested in for the future are (mark no more than three):

( ) business and office occupations
( ) marketing and distribution occupations
( ) communications and media occupations
( ) construction occupations
( ) manufacturing occupations
( ) transportation occupations
( ) agri-business and natural resources occupations
( ) marine science occupations
( ) environmental control occupations
( ) public services occupations
( ) health occupations
( ) hospitality and recreation occupations
( ) personal services occupations
( ) fine arts and humanities occupations
( ) consumer and homemaking-related occupations
( ) armed services
( ) other
( ) don't know

35. Does Sahuaro offer all the subjects you would like to take in high school?

( ) yes
( ) no

If your answer is "no" please list those classes you would like to take:

NORTH CENTRAL STAFF QUESTIONNAIRE
YOUR OPINIONS ABOUT SAHUARO HIGH SCHOOL

Directions: Mark your answers by filling in the space between the ( ) like this (—). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks. DO NOT STAPLE!

Sex:
( ) M
( ) F

Years Teaching Experience:	1	2	3	4-6	7-10	11-15	more
Total years	( )	( )	( )	( )	( )	( )	( )
Years at Sahuaro	( )	( )	( )	( )	( )	( )	( )

How often do these situations occur at Sahuaro:	Frequently	Sometimes	Rarely or Never
1. Do you spend out-of-class time (unscheduled periods and after school) assisting students with study problems?	( )	( )	( )
2. Do you feel that routine administrative duties interfere with the job of teaching?	( )	( )	( )
3. Do you use your planning period (unscheduled classtime) for preparation and instructional improvement?	( )	( )	( )
4. Have you found that administrative personnel are available to assist you with instructional problems?	( )	( )	( )
5. Do you feel that counselors aid teachers with instructional problems in class?	( )	( )	( )
6. Do you feel that counselors aid teachers with students who have emotional/behavioral problems?	( )	( )	( )
7. Are discipline problems dealt with in an appropriate manner?	( )	( )	( )
8. Do you assume responsibility for the general operation of the school apart from your immediate classroom obligations (e.g., attending athletic events)?	( )	( )	( )
9. Are problems and procedures suggested by teachers encouraged and supported by the site administrators?	( )	( )	( )
10. Are teachers given the opportunity to make decisions with regards to curriculum and instruction?	( )	( )	( )

Which of these best characterizes the general climate of the school in reference to its approach to students:

11. ( ) permissive ( ) regimented ( ) balanced

For the following items, indicate your opinion: A = Agree, U = Uncertain, D = Disagree.

	A	U	D
12. I am able to find resource materials in the library when I need them.	( )	( )	( )
13. I am in favor of the "N" grading system.	( )	( )	( )
14. I am in favor of 90-minute class periods.	( )	( )	( )
15. I feel that conference periods are beneficial for students.	( )	( )	( )
16. I am in favor of the use of course substitutions.	( )	( )	( )
17. I feel that Sahuaro needs a dress code.	( )	( )	( )
18. I like our modular, flexible schedule.	( )	( )	( )

NORTH CENTRAL STAFF QUESTIONNAIRE
YOUR OPINIONS ABOUT SAHUARO HIGH SCHOOL

Directions: Mark your answers by filling in the space between the ( ) like this (—). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks. DO NOT STAPLE!

Sex:
( ) M
( ) F

Years Teaching Experience:	1	2	3	4-6	7-10	11-15	more
Total years	( )	( )	( )	( )	( )	( )	( )
Years at Sahuaro	( )	( )	( )	( )	( )	( )	( )

Please rate the following working conditions at Sahuaro: E = Excellent, S = Satisfactory U = Unsatisfactory.

		E	S	U
19.	Availability of school supplies for classroom work.	( )	( )	( )
20.	Adequacy of the library collection for instruction in your classes.	( )	( )	( )
21.	Recency and quality of textbooks and primary reference materials for your classes.	( )	( )	( )
22.	Your teaching load: the number of students you have.	( )	( )	( )
23.	Your teaching load: the number of preparations you have.	( )	( )	( )
24.	Extent and type of non-teaching assignments given you.	( )	( )	( )
25.	Provisions for student control in the school.	( )	( )	( )
26.	Adequacy of clerical assistance for teachers.	( )	( )	( )
27.	Opportunities provided by the district (inservice programs, travel funds, etc.) for teachers.	( )	( )	( )

Please rate the following aspects of school climate at Sahuaro: E = Excellent, S = Satisfactory, U = Unsatisfactory.

		E	S	U
28.	General level of student behavior in school.	( )	( )	( )
29.	General attitude of the students toward Sahuaro.	( )	( )	( )
30.	General attitude of the students toward teachers.	( )	( )	( )
31.	Morale of teachers at Sahuaro.	( )	( )	( )
32.	Degree of cooperation among teachers at Sahuaro.	( )	( )	( )
33.	General attitude of teachers toward the administration.	( )	( )	( )
34.	General attitude of the administration toward teachers.	( )	( )	( )
35.	Parents' attitudes toward teachers.	( )	( )	( )
36.	Degree to which teachers know what is going on at Sahuaro.	( )	( )	( )
37.	Sense of involvement teachers at Sahuaro feel.	( )	( )	( )
38.	Degree of educational excitement you feel about Sahuaro.	( )	( )	( )

NORTH CENTRAL STUDENT QUESTIONNAIRE
YOUR OPINIONS ABOUT SAHUARO HIGH SCHOOL

Mark your answers by filling in the space between the ( ), like this: (—). Use a No. 2 pencil only. Please do not write your name on this page and do not make any stray marks. DO NOT STAPLE.

Sex: ( ) Male
( ) Female

Age: ( ) 16
( ) 17
( ) 18
( ) 19 or over

Years enrolled at Sahuaro (include the present year)
( ) 4
( ) 3
( ) 2
( ) 1 or less

Upon graduation from Sahuaro, what are your plans?
( )4-year college or university
( )junior or community college
( )other schools (technical, business)
( )job
( )armed forces
( )unknown

A = agree U = uncertain D = disagree

A	U	D		
( )	( )	( )	1.	Most students have the opportunity to participate in extra-classroom activities (clubs, concerts, drama, etc.)
( )	( )	( )	2.	Most students at Sahuaro have the opportunity to participate in making changes in student government activities and student body procedure.
( )	( )	( )	3.	There is too much emphasis on sports at Sahuaro.
( )	( )	( )	4.	The library's supply of supplementary reading materials (other than textbooks) is adequate.
( )	( )	( )	5.	The subjects I am taking now seem meaningful to my future interests and needs.
( )	( )	( )	6.	The option of selecting elective courses has been beneficial to my educational goals.
( )	( )	( )	7.	The policy permitting Sahuaro students to substitute elective courses for required courses in some areas has been beneficial to my educational goals.
( )	( )	( )	8.	Students are given too little freedom and unscheduled time to use the library, labs, see teachers, etc.
( )	( )	( )	9.	Students are given a reasonable amount of freedom and unscheduled time to use the library, labs, see teachers, etc.
( )	( )	( )	10.	I frequently use the conference periods for additional help on my studies at Sahuaro.
( )	( )	( )	11.	The counseling and help I have received from classroom teachers at Sahuaro has been helpful.
( )	( )	( )	12.	The counseling and guidance I have received from counselors and guidance coordinators has been helpful.
( )	( )	( )	13.	There is too much emphasis placed on grades at Sahuaro.
( )	( )	( )	14.	The academic standards set by the majority of my teachers are too high.

CATALINA HIGH SCHOOL
Student Counseling Survey

The following questionnaire is designed to assist the counseling office. Answering questions is optional. Please do not write your name on this sheet. No student's answers are to be identified.
Mark your answers by filling in the space between the ( ), like this (—). Use a No. 2 pencil only. Do not make any stray marks. Do not staple.

Sex: ( ) Male
( ) Female

Year in School:

( ) Freshman
( ) Sophomore
( ) Junior
( ) Senior

Average grade you get in school:

( ) A
( ) B
( ) C
( ) D

With whom do you currently live:
( ) Natural Mother and Father
( ) Mother
( ) Father
( ) Stepfather, Mother
( ) Stepmother, Father
( ) Grandparents
( ) Legal Guardians
( ) Other _____
(Please specify)

Of the individuals checked at the left, how many are available between 7:30 and 3:30, Monday through Friday for school conferences?

( ) None
( ) One
( ) Two

How many hours per week are you employed outside the home for pay?

( ) 0
( ) 1-5
( ) 6-10
( ) 11-15
( ) 16-20
( ) More than 20

What are your future plans?

( ) Dropping out before graduation
( ) GED (General Educational Development Test)
( ) High School Graduation
( ) Technical School (Beauty, Business, Trade and Industry or Health-Medical)
( ) 2-year college (Pima or similar school)
( ) 4-year college
( ) 5 or more years college
( ) Job after high school graduation
( ) Armed Forces
( ) No Plans

Yes	No	
( )	( )	Do you know Catalina now has a peer counselor/guidance aide?
( )	( )	Have you ever talked with a peer counselor/guidance aide?

What other things do you think counselors should do? (Use box below for response.)

CATALINA HIGH SCHOOL
Student Counseling Survey

Please do not write your name on this sheet. No student's answers are to be identified. Mark your answers by filling in the space between the ( ), like this (—). Use a No. 2 pencil only. Do not make any stray marks. Do not staple.

Please identify your assigned counselor:
( ) Dr. Haak
( ) Mr. Morton
( ) Mr. Parks
( ) Mr. Scheuneman
( ) Mrs. Stephens
( ) Don't Know

How many times have you talked to a counselor this year?
( ) None
( ) Once
( ) 2-3 Times
( ) 4-9 Times
( ) 10 or More Times

Sex: ( ) Male
( ) Female

Year in School:
( ) Freshman
( ) Sophomore
( ) Junior
( ) Senior

Have you sought counseling in school from a person other than a school counselor?
( ) Yes
( ) No

If yes (above), from which of these? (Mark as many as apply.)
( ) Teacher
( ) Coach
( ) Dean
( ) Other _____
(specify)

For each of the following phrases, check the column which best describes counselors at Catalina. (Mark only one answer for each statement.)

	YES	NO	DON'T KNOW	Counselors:
1.	( )	( )	( )	1. Care about me
2.	( )	( )	( )	2. Are persons I can trust
3.	( )	( )	( )	3. Are easy to get in to see
4.	( )	( )	( )	4. Listen to me
5.	( )	( )	( )	5. Are persons I enjoy talking with
6.	( )	( )	( )	6. Know what they are talking about
7.	( )	( )	( )	7. Have visited my classes
8.	( )	( )	( )	8. Have talked with my parent(s)
9.	( )	( )	( )	9. Betray student confidences
10.	( )	( )	( )	10. Have involved me in group counseling sessions
11.	( )	( )	( )	11. Are usually available to help student at time of need
12.	( )	( )	( )	12. Try to help students plan more effectively for their future
13.	( )	( )	( )	13. Are sought out for help by students having personal problems
14.	( )	( )	( )	14. _____ (Add one if you wish)

If you wanted help from a counselor but didn't get it, indicate why. (Mark all that apply)
( ) 1. Didn't make appointment
( ) 2. Counselor was not available at the time needed
( ) 3. My teacher wouldn't let me go to see a counselor
( ) 4. Didn't know whom to talk with
( ) 5. Felt a counselor couldn't help me
( ) 6. Another reason (please specify) _____

After meeting with a counselor about a problem, (Mark as many as apply)
( ) I am satisfied with help received
( ) I received information about where to get help
( ) I am dissatisfied with help received

TUSD R&E
1/79

Sch/Haak #743 Part B

TUCSON UNIFIED SCHOOL DISTRICT (TUSD) ATHLETIC DEPARTMENT
Girls High School Sports Survey
Spring 1978

DO NOT STAPLE

School _____

Mark your answers by filling in the parenthesis ( ) like this (—). Use a No. 2 pencil only. Please do not write your name on this page, and do not make any stray marks.
Grade: Grade 9 ( ) 10 ( ) 11 ( )

1. Are you interested in a broader intramural program in your school? Yes ( ) No ( )

2. Are you interested in competing in interscholastic athletics? Yes ( ) No ( )

3. Does the present girls' interscholastic athletic program, as defined in the letter, meet your interests? Yes ( ) No ( )

4. If you feel additional sports programs are needed to meet your interests, rank the following sports in order of preference (1, 2, 3, 4). Fill in only one space for each sport.

		1	2	3	4
AIA Season	Sport	( )	( )	( )	( )
February - May	Archery	( )	( )	( )	( )
September - November	Badminton	( )	( )	( )	( )
September - November	Cross-Country	( )	( )	( )	( )
September - November	Golf	( )	( )	( )	( )
	Other (specify)_____	( )	( )	( )	( )

5. If one or more of these new sports were offered, in how many would you participate?
None ( ) One ( ) More ( )

6. If you have participated in athletics, have you encountered problems in any of the following areas:

Trainer	Yes ( ) No ( )	Use of facilities	Yes ( ) No ( )
Training room	Yes ( ) No ( )	Clothing	Yes ( ) No ( )
Locker room	Yes ( ) No ( )	Equipment	Yes ( ) No ( )
Practice Time	Yes ( ) No ( )	Other (Specify)	Yes ( ) No ( )
Game Time	Yes ( ) No ( )	_____	

7. If you answered "yes" to any of the above, please explain.

8. How are students informed about programs offered? Mark those that apply.
Daily school announcements ( )
School bulletin boards ( )
School newspapers ( )
P.E. Teachers ( )
Other (Specify) _____ ( )

9. Additional comments: Please use only the space provided.

TUCSON UNIFIED SCHOOL DISTRICT (TUSD) ATHLETIC DEPARTMENT
Girls High School Sports Survey
Spring 1978

Dear Student:

TUSD intends to comply with the regulations of Title IX, which provide for the elimination of sex discrimination in athletic programs.

To assist in providing equality in athletic programs, read the following appropriate discussions, then answer the questions on page 2.

An intramural program is a program in which competition occurs between teams from the same school. There are no championships outside of the school; awards are minimal; there is little recognition or publicity outside the school; but large numbers of the students are given the opportunity to compete. (See Question 1 in the survey.)

An interscholastic athletic program consists of a team from each school competing against teams from other schools in their own league and division. Teams compete for division and state championships; individuals receive awards; the media covers the games and tournaments; and in general, the most proficient athletes compete. (See Questions 2 and 3 in the survey.)

The present interscholastic athletic program for girls in TUSD consists of the following programs and levels:

Season	Sport	Levels[1]	Championships
Fall	Volleyball	V & "B"	Division & State
Fall	Cross Country[2]	V & "B"	Division & State
Winter	Softball	V & "B"	Division & State
Spring	Tennis	V & "B"	Division & State
Spring	Track	V & "B"	Division & State
Spring	Gymnastics	Varsity	Division & State
Spring	Basketball	Varsity	Division & State
Spring	Swimming	Varsity	Division Only[3]
Spring	Golf[2]	Varsity	Division & State

[1] Participants may compete on Varsity or Level B (9th and 10th grade) teams
[2] Girls are permitted to try out - no separate team for girls
[3] In the State of Arizona, there is a fall swim schedule; TUSD follows a spring swim schedule because of pool availability

All TUSD high schools are members of the southern division of the AAA Conference. Under the present season schedule established by the AAA Conference, all sports except swimming, compete for both division and state championships. If the southern division were to change softball to spring and basketball to winter there would be no state championship competition, because in the state, a winter softball and spring basketball schedule are followed.

When answering the questions on page 2 please consider possible conflicts with other sports and activities.

Thank you.

Richard E. Klein

Richard Klein
Director Athletic Department

RK:cv
1/19/78

QUARTER CREDIT SYSTEM STAFF QUESTIONNAIRE

DO NOT STAPLE Mark your answers by filling in the parentheses ( ) like this: (—). Use a No. 2 pencil only. Please do not write your name on this page, and do not make any stray marks.

Administrator ( ) Counselor/Advisor ( ) Teacher ( ) Other ( )

Years working at high school level: 1-3 ( ) 4-6 ( ) 7 or more ( )

If teacher, what subject area(s) do you teach?

( ) Language Arts	( ) Business Ed	( ) Mathematics
( ) Fine Arts	( ) Homemaking	( ) Science
( ) Modern & Classical Languages	( ) Adaptive Ed	( ) Industrial Arts
( ) Health/P.E./Drivers' Ed	( ) Social Studies	( ) Other

Have you taught or worked under: ( ) quarter credit system only
( ) both semester and quarter system

The following is a series of statements about the quarter credit system. Please indicate strong agreement (SA), agreement (A), no opinion or neutral (N), disagreement (D), or strong disagreement (SD), with the statement by marking the appropriate parentheses ( ).

	Strongly Agree	A	N	D	Strongly Disagree
1. In a quarter course, there is sufficient time to evaluate a student's progress in the class.	( )	( )	( )	( )	( )
2. Short-term courses are more appropriate for students who have difficulty sustaining long-term interest and performance.	( )	( )	( )	( )	( )
3. The possibility of change at every quarter is detrimental to various career-preparation programs.	( )	( )	( )	( )	( )
4. The number of failures increased due to the implementation of the quarter credit system.	( )	( )	( )	( )	( )
5. The number of "incomplete" grades at the end of a quarter increased with the implementation of the quarter credit system at our school.	( )	( )	( )	( )	( )
6. The lack of available courses for first and third quarter failures tends to place students in "dumping grounds."	( )	( )	( )	( )	( )
7. Student participation in classroom activities is greater in semester courses.	( )	( )	( )	( )	( )
8. In general, the quarter system in our school is a flexible system for course selection.	( )	( )	( )	( )	( )
9. Our school actually incorporates nine-week, semester and year-long courses within the current system.	( )	( )	( )	( )	( )
10. My working relationship with students is not affected by course length, i.e., 9-week or 18-week.	( )	( )	( )	( )	( )

QUARTER CREDIT SYSTEM STUDENT QUESTIONNAIRE

DO NOT STAPLE Mark your answers by filling in the parentheses ( ) like this: (—). Use a No. 2 pencil only. Please do not write your name on this page, and do not make any stray marks. Grade: 9 ( ) 10 ( ) 11 ( ) 12 ( )

1. How many "quarter courses" have you taken? A quarter course requires students to change to another course at the end of the quarter and course content is covered in nine weeks.

0	1	2	3	4	More
( )	( )	( )	( )	( )	( )

2. How many quarter failures have you had to repeat?

( )	( )	( )	( )	( )	( )

3. In how many courses where you need four quarter credits (i.e., English, mathematics) was the material not sufficiently covered to give a solid foundation and understanding for the next quarter's material?

( )	( )	( )	( )	( )	( )

4. Answer only if you have been unable to sign up for a course. Reasons for the difficulty: (Mark all that apply)

( ) The course was already full.
( ) The course was not offered that quarter.
( ) I missed part of the prerequisites.
( ) Class time conflicted with my other courses.
( ) Not enough people signed up, so the course was dropped.
( ) Other (please specify) _____

5. Answer only if you have changed a course at the end of a quarter. Reasons for the change: (Mark all that apply)

( ) Course was only given for one quarter.
( ) I'm failing the course and didn't want to fail the whole semester.
( ) I didn't like the situation in the class.
( ) To explore another subject area.
( ) Other (please specify) _____

6. Have you dropped a course at the end of a quarter? (Mark all that apply)

( ) Yes
( ) No
( ) and been forced to take a study hall
( ) and been forced to rearrange schedule

7. Answer only if you have ever had difficulty making up a quarter failure. Reasons for the difficulty: (Mark all that apply)

( ) A new text was used so I had to relearn everything.
( ) Other students were too far ahead of me.
( ) I couldn't get a schedule change to make up the failure.
( ) There were not enough courses to make up the failure.
( ) The new teacher's approach was a lot different from the first teacher's.
( ) Other (please specify) _____

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Administrator ( ) Counselor/Advisor ( ) Teacher ( ) Other ( )

Years working at high school level: 1-3 ( ) 4-6 ( ) 7 or more ( )

If teacher, what subject area(s) do you teach?

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( ) Fine Arts	( ) Homemaking	( ) Science
( ) Modern & Classical Languages	( ) Adaptive Ed	( ) Industrial Arts
( ) Health/P.E./Drivers' Ed	( ) Social Studies	( ) Other

Have you taught or worked under: ( ) quarter credit system only
( ) both semester and quarter system

	Strongly Agree	A	N	D	Strongly Disagree
11. The quarter credit system encourages the return to school of those students who find it necessary to drop school at the end of the first or third nine-weeks grading periods.	( )	( )	( )	( )	( )
12. Frequent registration during the year helps a student to develop more responsibility in arranging his/her program.	( )	( )	( )	( )	( )
13. It is easier to schedule new students who enter school at various intervals of the year with the quarter credit system.	( )	( )	( )	( )	( )
14. The quarter system provides students greater opportunity to explore different areas of the curriculum.	( )	( )	( )	( )	( )
15. There are enough quarter courses to accommodate drops or failures.	( )	( )	( )	( )	( )
16. Under a semester system a teacher can evaluate the student better than under the quarter credit system.	( )	( )	( )	( )	( )
17. The advent of the quarter system has increased the administrative workload so that additional personnel is needed.	( )	( )	( )	( )	( )
18. Teachers had the opportunity to redesign specific courses when the quarter credit system was adopted.	( )	( )	( )	( )	( )
19. Quarter courses allow for sequential development in required subjects.	( )	( )	( )	( )	( )
20. Despite the increased paperwork, counselors generally have enough time to counsel students in all areas (including schedules, personal problems, and career guidance).	( )	( )	( )	( )	( )

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Have you taught or worked under: ( ) quarter credit system only
( ) both semester and quarter system

	Yes	No
21. It is difficult to prepare meaningful course content for quarter courses.	( )	( )
22. Quarter courses require less in-depth commitment on the part of the students.	( )	( )
23. Regardless of system, inservice and staff development should be offered.	( )	( )

24. In conclusion my opinions are:

( ) Return to semester system.
( ) Have a flexible system which incorporates elements of both semester and quarter.
( ) Remain totally on quarter system.

Comments:

SURVEYS AND QUESTIONNAIRES

No.	Title	*Requesting Department or School
581	After-School Recreation Student Survey	Elementary Physical Education
449b	All About You Evaluation Questionnaire	Instructional Broadcasting
279	Career Education Interest Survey	Career Education Department
	Communication Labs:	
118	Student Survey	Language Arts Department
119	Referring Teacher Survey	Language Arts Department
120	Teacher Survey	Language Arts Department
276	Computer Analysis of School-Community Partnership Budget Questionnaire	Research and Evaluation Department
	Educational Needs Assessment:	
572	Parent Survey a-c	Assistant Superintendent
572	Student Survey d-e	State/Federal Programs
199	Follow-Up Survey of 1975 Catalina Graduates	Catalina High School
554	Girls High School Student Survey	Athletic Department
053	Indo-Chinese Workshop Questionnaire	Bilingual Instruction Special English Training (BISET)
449a	Let's All Sing Evaluation Questionnaire	Instructional Broadcasting
284	Mexican-American Steering Committee Questionnaire	Mexican-American Steering Committee
112	Miles ELC Parent Survey Questionnaire	Miles Exploratory Learning Center

* Copies of surveys and questionnaires are available from the Research and Evaluation Department.

SURVEYS AND QUESTIONNAIRES (contd.)

No.	Title	*Requesting Department or School
S006	North Central Needs Assessment Student Services Department Questionnaire	Sabino High School
	North Central Needs Assessment:	
490	Parent Questionnaire	Cholla High School
503	Student Questionnaire	Cholla High School
498	Teacher Questionnaire	Cholla High School
156, 157	Parent Survey	Sahuaro High School
169, 170	Staff Questionnaire	Sahuaro High School
161, 162	Student Survey	Sahuaro High School
163, 164		
456	Parent Questionnaire 1-6	Santa Rita High School
455	Student Questionnaire 1-4	Santa Rita High School
046	Faculty Survey	Tucson High School
058, 059	Parent Survey	Tucson High School
049, 050, 051	Student Questionnaire	Tucson High School
047, 048	Teacher Opinionnaires	Tucson High School
133	Operation Parent Involvment	Keen Elementary School
147	Oral Language Development Program	Language Arts Department
144	Personnel Inservice Questionnaire	Personnel Department
	Quarter Credit System:	
552a	Student Survey	Cholla High School
552b	Staff Survey	Cholla High School
148	Survey for the Reevaluation of the N Grading System	Sahuaro High School
277	Sabino School Community Partnership Calendar Survey	Sabino High School

* Copies of surveys and questionnaires are available from the Research and Evaluation Department.

SURVEYS AND QUESTIONNAIRES (contd.)

No.	Title	*Requesting Department or School
566	Sahuaro High School Survey	Sahuaro High School
101	School-Community Partnership Calendar Survey	Research and Evaluation Department
593	Spanish-English Bilingual Program Needs Assessment Parent Survey	Pistor Junior High School
136	Sports Survey Junior High School	Athletic Department
131	Student Council Survey	Fickett Junior High School
151, 152	Student Counseling Survey	Catalina High School
515	Title I Elementary Schools Project Reading Interest Survey	Research and Evaluation Department
160	Title I Evaluation of Spring 1977 Achievement Testing Program	Title I Elementary Project
590	Title IV Indian Education Teacher Questionnaire	Indian Education Project
531 a-b	Title IV Indian Education Parent Opinion Questionnaire	Indian Education Project
155	Title IV Indian Education Parent Attitude-Involvement Poll	Indian Education Project
158	Title VII Bilingual Project Parent Involvement Survey	Bilingual Education Project
097, 098	Tucson Education Association, Tucson Public Schools Needs Assessment	Learning and Staff Development

* Copies of surveys and questionnaires are available from the Research and Evaluation Department.

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